

Staff Motivation as Correlate of Work Adjustment of Lecturers in Colleges of Education in Edo and Delta States

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Abstract

Through survey design, this study investigated staff motivation as correlate of work adjustment of lecturers in Colleges of Education in Edo and Delta States. The population was made up of five hundred and sixty-two (562) out of which a sample of 350 respondents was selected for the study through multistage sampling technique. Data were collected using a questionnaire titled Lecturer Work Adjustment Questionnaire validated by experts in psychological testing. Four research questions were raised and four hypotheses formulated were tested at 0.05 level of significance. Hypothesis one was tested with Pearson Moment Correlation Statistics while hypothesis two to four were tested with Fisher's Z Statistics. The study revealed that motivation was significantly related to work adjustment of lecturers. Sex, age and work experience do not relate significantly with work adjustment of lecturers. The study recommends that government and college management should ensure that variables of motivation are adequately provided in the colleges to enable lecturers adjust to their work.

Keywords: staff, motivation, work, adjustment, lecturers

Introduction

Employee motivation is a process which accounts for all individuals' intensity, direction and persistence of effort towards attaining a goal (Robbins, Odendaal & Roodt, 2003). Intensity relates to how hard an individual tries, while direction is the channel through which a job is performed. Persistence is a measure of how long a person can maintain his efforts. Through employee motivation, organisation can achieve a competitive advantage through higher productivity and improve service (Stoner, Freeman & Gilbert, 2005). Consequently, when employee motivation is downgraded, the organisation or institution will be at risk of losing effective and highly productive employees. For lecturers in the Colleges of Education in Edo State to perform their duties and remain in the Colleges, they need all round motivation. Lecturers are expected to get their salaries

and other benefits as and when due, at least to satisfy their psychological needs. They need other incentives such as comfortable working environment, holiday with pay, security and recognition. Lack of motivation of lecturer tends to have significant influence on the degree of adjustment of lecturers in the College.

Motivation is inbuilt in every human being and only needed to be activated or aroused. Often time, motivation is temporal as a motivated person at one time can become demotivated at another time. Motivation must be sustained and nourished after it has been effectively activated. Also motivation in an organisation or institution is to align employees' behaviour with that of the organisation. That is, to direct the employees' thinking and doing (adjustment) towards effective and efficient achievement of the individual needs and the organisational goals. Olajide (2002) asserted that motivation is goal-directed and therefore cannot be outside the goals of any organization whether public, private or non-profit. Mukherhee (2002) concluded that motivation is an affective factor which operates in determining the direction of an individual's behaviour towards an end or goal consciously or unconsciously apprehended.

Nzuve (2007) and Ossai and Nwalado (2010) also concluded that motivation energizes, directs and sustains behaviour. They encouraged all managers to address themselves to issues of employee motivation. Akhimu (1996) and Ogonor (1999) worked on motivation and sex of university workers and concluded that sex is not significantly related to motivation of staffer. Drafke and Kossen (2002), in a study on age and motivation, concluded that older employees are generally happier with their jobs than younger employees. Nel, Van-Dyk, Haasbrock, Schultz, Sono and Werner (2004) concluded that employees are motivated if they are aware of what they need to do in achieving a specific goal, irrespective of the years in the organizations. This is despite the view of Eduwen (2010) that an employee will be motivated to stay in an organization by the numbers of years he has put in and by experience acquired.

Although many factors contribute to productivity and efficiency of employees, work adjustment is viewed to be very vital. Work adjustment is an interaction between an individual and work environment in which each has the requirement of the other (Dawis, 2002). The work environment requires certain tasks performed and the individual provides skills to perform the tasks. The individual in exchange require compensation for work performance and may require such additional condition as motivation. Work adjustment is the degree of physiological adjustment experienced by an individual or the degree of comfort, familiarity and ease that the individual feels towards the work environment (Hamon & Takeuchi, 1996). Singh (2007) defined adjustment as a satisfactory adaptation to the demand of day-to-day life and keeping a balance between need and the capacity to realize the needs. As long as the balance is maintained, the person remains adjusted, but the very moment it is disturbed, he drifts towards maladjustment.

Work adjustment is an interaction between the employee and the work environment. The individual brings certain skills to the work environment, the work environment provide certain rewards such as wages, prestige, personal relationship between the individual and other co-workers and between the individual and the management (Dawis, 2002). Black (1990) opined that for a worker to be adjusted, the occupation should provide him with thorough remuneration to meet his needs.

Statement of the Problem

Many chief executive officers of Colleges of Education do not appreciate the fact that employees have to be motivated to ensure that they do what they have to do so that the goals of the colleges are achieved. The researchers observed that many college lecturers often miss their lessons and fail to mark students' continuous assessment (CA), test and practical works perhaps due to excess workload or lack of motivation. Although some studies have been done in the area of motivation, (Nancy & Alexander, 2002; Oluseyi & Ayo, 2009), however, evidence of a study of motivation and work adjustment of lecturers in Colleges of Education is to the best of the knowledge of the researchers lacking. Hence, this study of staff motivation as correlate of work adjustment of lecturers in Colleges of Education in Edo and Delta States.

Research Questions

1. Is there any relationship between motivations and work adjustment of lecturers in Colleges of Education?
2. Is there any difference in relationship between motivation and work adjustment by sex of lecturers in the Colleges of Education?
3. Is there any difference in relationship between motivation and work adjustment by age of lecturers in the Colleges of Education?
4. Is there any difference in the relationship between motivation and work adjustment by work experience of lecturers in the Colleges of Education?

Hypotheses

Ho1: There is no significant relationship between staff motivation and work adjustment of lecturers in Colleges of Education.

Ho2: There is no significant difference in relationship between motivation and work adjustment by sex of lecturers in Colleges of Education.

Ho3: There is no significant difference in relationship between motivation and work adjustment by age of lecturers in Colleges of Education.

Ho4: There is no significant difference in relationship between motivation and work adjustment by work experience of lecturers in Colleges of Education.

Methodology

A descriptive survey research design was adopted. The population was all full time lecturers in eight Colleges of Education in Edo and Delta States of Nigeria. A multistage sampling approach was used. Firstly, five (5) Colleges of Education was selected from eight Colleges, then twelve (12) schools from twenty (20) schools in the five Colleges. Thereafter four departments each were selected from the twelve schools given a total of forty-eight department from which three hundred and fifty (350) lecturers were selected.

Two instruments were used in the study. The first instrument was a slightly modified version of Motivation Questionnaire designed by Smith (2010) to help workers understand and explore the conditions that tend to increase or reduce their enthusiasm and motivation of work. The slight modification, to the instrument for the present usage involved the adjustment to a Likert Scale with four response options from a continuous scale of 1-10. The work “boss: in items 8, 9, 12 and 14 in the original scale was replaced with Head of Department (HOD)

The second instrument titled “Work Adjustment Scale” was a slightly modified version of Minnesota Work Adjustment Questionnaire developed by Dawis and Lofquist (1984) to measure work adjustment of workers in an establishment. The aspect that suit this study was adopted with slight modification of phrases such as “the way my boss handles his men” to “the way my Head of Department handles his subordinates” and “my pay and the amount of work I do” to “my salary value in relation to the amount of work I do”. The scale consists of 20 items with four response alternatives of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The reliability index of original versions of the two instruments was 0.91 and 0.88 respectively. However, in order for us to make use of these instruments for this study, a reliability testing was done using split-half method. Applying the Pearson (r) formula, the value of the split-half reliability coefficient obtained was 0.92 and 0.81 respectively. This suggests that the instruments were reliable and could be used for the study. Data obtained were subjected to Pearson Product Moment Correlation Statistics and the Fisher Z transformation statistics.

Presentation of results

Ho 1: There is no significant relationship between staff motivation and work adjustment of lecturers in Colleges of Education.

In testing this hypothesis, the Pearson Correlation Statistics was used to determine if there is a relationship between staff motivation and work adjustment of lectures in Colleges of Education. The result of the analysis is presented in table 1.

Table 1: Pearson Correlations of Motivation and Work Adjustment

Variables	N	R	Sig. (2-tailed)
Motivation			
Work Adjustment	350	.442	.000

Table 1 shows a calculated r value of .442 and a P value of .000. Testing at an alpha level of .05, the P value is less than the alpha level. So, the null hypothesis that states “there is no significant relationship between staff motivation and work adjustment of lecturers in Colleges of education is rejected. Consequently, there is a significant relationship between motivation and work adjustment of lecturers in Colleges of Education.

Ho2: There is no significant difference in relationship between staff motivation and work adjustment by sex of lecturers in Colleges of Education.

In testing this hypothesis, respondents were classified according to their sex, that is male and female. Data collected on their motivation and work adjustment were subjected to Fisher's Z Statistics. The result is presented in table 2.

Table 2: Fisher’s Z of Motivation and Work Adjustment by Gender

Sex	N	r	Zr	z-cal	Z-critical
Male	223	.415	0.448		
Female	127	.493	0.536	-0.79	-1.96

$\alpha = .05$

Table 2 shows a calculated Z value of -0.79 and a table value of -1.96, testing at an alpha level of .05. Since the calculated value falls within the acceptance region, the null hypothesis which states that there is no significant difference in relationship between staff motivation and work adjustment by sex of lectures in Colleges of Education is retained. This means that, relationship between motivation and work adjustment is the same for males and females in Colleges of Education.

Ho3: There is no significant difference in relationship between motivation and work adjustment by age of lecturers in Colleges of Education.

The respondents were classified into two age groups 25-45 years, and 45 years and above. Data collected on staff motivation and work adjustment in both groups was subjected to Fisher's Z Statistics. Result of the analysis is presented in table 3.

Table 3: Fisher’s Z of Motivation and Work Adjustment by Age of Lecturers

Age	N	r	Zr	z-cal	Z-critical
25-45 yrs	200	.391	.412		
				-1.51	-1.96
Above 45 yrs	150	.522	.576		

$\alpha = .05$

Data in table 3 shows a Z calculated value of -1.51 and a table value of -1.96. Testing at an alpha level of .05, the calculated value falls within the acceptance region. The null hypothesis which states that there is no significant difference in relationship between motivation and work adjustment by age of lecturers in Colleges of Education is therefore retained. Based on the analysis, it can be concluded that the relationship between motivation and work adjustment of lecturers in Colleges of Education is not significantly related to age.

Ho4: There is no significant difference in relationship between staff motivation and work adjustment by work experience of lecturers in Colleges of Education.

Work experience was also considered to determine if it has any influence on the relationship between staff motivation and work adjustment. In testing this hypothesis, respondents’ work experience were classified into two categories, 1-9 years as less experienced lecturers and 10 years and above as experienced lecturers. Data collected on staff motivation and work adjustment in both groups was subjected to Fisher's Z Statistics. The result of the analysis is presented in table 4.

Table 4: Fisher’s Z of Motivation and Work Adjustment by Work Experience of Lecturers

Experience	N	r	Zr	Z-cal	Z-critical
1-9 yrs	179	.412	.436		
				-0.81	-1.96
Above 9 yrs	171	.475	.523		

$\alpha = .05$

Table 4 show a calculated Z value of -0.81 and a table value of -1.96 at .05 level of significance. Since the calculated value falls within the acceptance region, the null hypothesis which states that there is no significant difference in relationship between staff motivation and work adjustment by work experience of lecturers in Colleges of Education is therefore retained. This show that the relationship between motivation and work adjustment in Colleges of Education is not influenced significantly by their years of work experience.

Discussion of Findings

The findings of this study reveal that there is a significant relationship between motivation and work adjustment of lecturers in Colleges of Education in Edo and Delta States. This is an indication that motivation is a morale booster to lecturers and others in the Colleges of Education. Motivation of a worker has significant effect on his search for alternatives or otherwise. Lecturers in the Colleges are expected to get their salaries and other incentives as and when due in order to be adjusted to their Colleges. It is therefore, not surprising that motivation is significantly related with work adjustment. This finding is in line with the work of Olajide (2002), Mukherhee (2002), Nzuve (2007), and Ossai and Nwalado (2010) that stressed the importance of motivation in an organization in enhancing productivity. Furthermore, this suggests that lecturers' effectiveness and zeal to work are influenced by both intrinsic and extrinsic motivational factors. In the total concept of teaching, learning and attainment of desired goals, motivation is a significant vehicle for the actualization of potentials. College management should therefore provide variables such as job security, salary, social support, good working conditions, recognition for extra workload and facilities for career progression and professional development.

The study also revealed no difference based on sex in the relationship between motivation and work adjustment of lecturers in Colleges of Education in Edo and Delta States. This could be attributed to the fact that all lecturers in the Colleges are motivated the same way. Factors that motivate workers in an organization such as good working condition, salary, social support, recognition etc are the same for all lecturers according to their status, irrespective of sex. This finding is in line with the studies of Akhimu (1996) and Ogonor (1999) that irrespective of sex lecturers in the Colleges will adjust to their work when motivated intrinsically and extrinsically.

The study also revealed that relationship between motivation and work adjustment of lecturers in Colleges of Education in Edo and Delta States is same for the younger and the older lecturers. Age as a variable is inconsequential to work adjustment of lecturers. This is an indication that both the young and old tend to yield to factors of motivation in the same way. Work motivation leads to effective production among employees in the workplace, irrespective of their ages. This finding negates the study of Drafke and Kossen (2002) that older people are happier and most likely to adjust to their work.

The study revealed that there is no significant difference in relationship between motivation and work adjustment by work experience of lecturers in Colleges of Education in Edo and Delta States. This findings is indicative of the fact that whether a worker is experienced or not, the basic need of man has to be fulfilled; that is work adjustment is based on the favorableness which employees view their work and the amount of congruence between their expectations of the job and the reward the job provides. It is also an indication that motivation depends largely on the perceived situation and not necessarily on the actual sets of circumstances such as work experience. This result is buttressed by the findings of Nel, Van-Dyk, Haasbrock, Schultz, Sono and Werner (2004) that employees are motivated if they are aware of what needs to be done in achieving a specific goal, irrespective of the difficulties they might encounter (inexperience) in doing so. Lecturer's adjustment to their work could depend on organizational climate as proposed in Kurt Lewin's field theory of motivation; human behaviour is seen as a function of a person and his environment. People have differing motivation at various times (experienced or inexperienced). The power with which something motivates an individual could be largely dependent on the climate in which the person operate and not necessarily years of experience.

Conclusion

Based on the findings of this study, it was concluded that motivation is related to work adjustment of lecturers in Colleges of Education. Lecturers in the Colleges of Education need both intrinsic and extrinsic motivation in order to adjust to their work. Lecturers in the Colleges irrespective of gender, age or experience will adjust to their work when motivated.

Implications of the findings for Counselling Practice

Lecturers in Colleges of Education need motivation through the improvement of their working condition for more productivity. Seminars, workshops, and in-service training should be put in place at regular intervals to update lecturers' knowledge and enhance their confidence in their ability to impact knowledge to their students. The College management can stimulate motivation by giving relevant occupational information to staff. Counsellors in the Colleges of Education could help in this by providing needed occupational information and organizing seminars in the colleges. Factors of motivation that ensure work adjustment can be handled through one on one or group counselling in the Colleges by the counsellors.

Recommendations

From the findings of the study and conclusions drawn, the following recommendations were made:

1. Motivation is significantly correlated with work adjustment, hence deliberate efforts should be made by the government and college management not only to ensure that factors of motivation such as job security, salary, social support and good working

conditions are not only sustained in the colleges, but improved upon to promote professional commitment of lecturers to their jobs.

2. Since it was revealed in the study that, sex, age and work experience do not significantly influence work adjustment, it is therefore recommended that all lecturers should be motivated on a fair and bias-free level. When lecturers perceive these conditions as fair and equitable, it will encourage better performance and lead to work adjustment and ultimately higher productivity.

3. The government and the college management should understand the debilitating effect of strikes on the academic calendar of the college and provide positive motivation (intrinsic and extrinsic reward) for examples good research facilities and good working relationship between management and staff as a way of encouraging professional development and adjustment.

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